DOCUMENT RESUME

ED 169 858 HE 011 239

AUTHOR Dolin, Nancy C.
TITLE A Profile of Entering Freshmen, North Carolina State University, Fall, 1976.
INSTITUTION North Carolina State Univ., Raleigh. Div. of Student Affairs.
PUB DATE Nov 76
NOTE 25p.; Not available in paper copy due to marginal legibility of original document; For related documents, see HE 011 216, HE 011 240-241

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Aptitude Tests; *College Freshmen; College Majors; Educational Objectives; *Enrollment Rate; Higher Education; *Institutional Research; Place of Residence; Research Projects; School Surveys; State Colleges; *State Universities; *Student Attitudes; *Student Characteristics; Student Motivation; Student Participation
IDENTIFIERS *North Carolina State University

ABSTRACT

This profile of entering freshmen at North Carolina State University for fall 1976 presents statistical data and a descriptive summary of the data. Information is presented on the following: new freshmen headcount enrollment by field of study by sex (1970-76) and by residence (in-state, national, or international); new freshmen black enrollment (1973-76); mean CHSR, SATV, SATM, and UPGA by field of study and sex (1972-76); educational level achieved by father; type of area in which freshmen lived during high school; reasons for enrolling at the college; educational goals, political views; preferred on-campus housing arrangements; opinions on campus issues; proportion of new freshmen who participated in selected activities during year prior to entry; religion in which reared and present religious preference; decision about major and/or career; and proportion of students needing special assistance in selected areas. (SW)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED169858

A PROFILE OF ENTERING FRESHMEN
NORTH CAROLINA STATE UNIVERSITY

Fall, 1976

Nancy C. Dolin

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Thomas D. Stafford Jr.

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

HE 011 239

Student Affairs Planning and Research

November, 1976

INTRODUCTION

Hi, I'm a typical entering freshmen at N. C. State in the fall of 1976. I would like to share with you some of my most interesting plans, goals, and attitudes as well as a little bit about my high school background.

I graduated in the top third of my high school class and I made SAT scores of 470 Verbal and 540 math. During my senior year, my favorite activities included attending dramatic and musical plays, rock concerts, and visiting art galleries or museums. Also, I regularly attended protestant religious services. I consider my political views as middle-of-the road with a slight leaning toward liberal.

N. C. State was my first choice of a college of university because of its specific strength in my intended field of study. My friends and parents had the strongest influence on my decision to attend State. After I complete my bachelor's degree, I may continue for a masters or even a doctorate degree. Although I am not completely certain about my choice of a major, I do have a particular career plan or occupational goal in mind.

The most important of my educational goals are 1) preparing for a career or a good job after graduation; 2) personal development - understanding one's own abilities, limitations, interests, and standards of behavior; and 3) acquiring background and specialization for further education in a professional, scientific, or scholarly field. Of much less importance are 1) understanding different philosophies, cultures, and ways of life; and 2) developing an appreciation and enjoyment of art, music, and literature. Concerning campus issues, I totally disagree with the ideas that colleges and universities have a reputation for grading too leniently and that all publicly supported colleges should admit anyone who applies. I do not feel that college grades should be abolished or that colleges would be improved if intercollegiate sports were de-emphasized. I do agree with the issues that women should receive the same salary and opportunities for advancement as men in comparable positions and that faculty promotions should be based in part on student evaluations.

During my freshman and sophomore years, I anticipate a need for help in planning my career or occupation. I may also need special assistance in math and in my writing and study skills. I am interested in taking a course for credit in career development and possibly in learning to play a musical instrument. If I live on-campus during my freshman year, I would prefer a co-ed dorm but I'm undecided on whether I want different sex on alternating floors or in alternating suites.

METHOD

The preceeding introduction includes a general summary of the goals, attitudes, plans, and needs reported by an <u>average</u> freshman entering N. C. State.

The remainder of this report includes a detailed analysis of the Fall 1976 freshmen class. Tables 1-5 show several years of data by school and sex. The remaining information was collected from a survey given during summer orientation to all incoming freshmen. The data in these tables (6-17) are shown by race and sex and in most cases a total 1975 figure is shown for comparison.

TABLE 1

NEW FRESHMAN HEADCOUNT ENROLLMENT, BY SEX (1970 - 1976)

	1970 N	% of total	1971 N	% of total	1972 N	% of total	1973 N	% of total	1974 N	% of total	1975 N	% of total	1976 N	% of total
Agriculture & L.S.														
Male	262	76.2	300	73.7	342	67.6	400	65.0	403	61.6	394	57.7	321	58.6
Female	82	23.8	107	26.3	164	32.4	215	35.0	251	38.4	289	42.3	227	41.4
Total	344	100.0	407	100.0	506	100.0	615	100.0	654	100.0	683	100.0	548	100.0
Design														
Male	75	87.2	62	83.8	66	90.4	46	71.9	34	64.2	30	52.6	41	71.9
Female	11	12.8	12	16.2	7	9.6	18	28.1	19	35.8	27	47.4	16	28.1
Total	86	100.0	74	100.0	73	100.0	64	100.0	53	100.0	57	100.0	57	100.0
Education														
Male	51	50.0	33	45.8	41	52.6	30	61.2	29	40.3	43	54.4	55	57.3
Female	51	50.0	39	54.2	37	47.4	19	38.8	43	59.7	36	45.6	41	42.7
Total	102	100.0	72	100.0	78	100.0	49	100.0	72	100.0	79	100.0	96	100.0
Engineering														
Male	674	98.4	622	98.6	491	98.8	585	97.5	719	96.1	815	91.9	709	90.5
Female	11	1.6	9	1.4	6	1.2	15	2.5	29	3.9	72	8.1	74	9.5
Total	685	100.0	631	100.0	497	100.0	600	100.0	748	100.0	887	100.0	783	100.0
Forest Resources														
Male	152	92.7	132	92.3	166	92.2	146	91.2	158	83.6	139	79.9	135	74.2
Female	12	7.3	11	7.7	14	7.8	14	8.8	31	16.4	35	20.1	47	25.8
Total	164	100.0	143	100.0	180	100.0	160	100.0	189	100.0	174	100.0	182	100.0
Liberal Arts														
Male	298	64.9	227	52.8	317	61.7	401	61.2	408	59.9	308	57.6	271	56.1
Female	161	35.1	203	47.2	197	38.3	254	38.8	273	40.1	227	42.4	212	43.9
Total	459	100.0	430	100.0	514	100.0	655	100.0	681	100.0	535	100.0	483	100.0
Phy. & Math. Sci.														
Male	169	62.8	191	65.6	151	62.9	167	72.9	196	64.9	183	62.7	148	62.7
Female	100	37.2	100	34.4	89	37.1	62	27.1	106	35.1	109	37.3	88	37.3
Total	269	100.0	291	100.0	240	100.0	229	100.0	302	100.0	292	100.0	236	100.0
Textiles														
Male	157	95.2	109	94.8	99	97.1	105	83.3	89	73.0	67	63.2	95	74.2
Female	8	4.8	6	5.2	3	2.9	21	16.7	33	27.0	39	36.8	33	25.8
Total	165	100.0	115	100.0	102	100.0	126	100.0	122	100.0	106	100.0	128	100.0
TOTAL														
Male	1838	80.8	1676	77.5	1673	76.4	1880	75.3	2036	72.2	1979	70.4	1775	70.6
Female	436	19.2	487	22.5	517	23.6	618	24.7	785	27.8	834	29.6	738	29.4
Total	2274	100.0	2163	100.0	2190	100.0	2498	100.0	2821	100.0	2813	100.0	2513	100.0

TABLE 2

NEW FRESHMEN HEADCOUNT ENROLLMENT, BY RESIDENCE (1970 - 1976)

	1970 N	% of total	1971 N	% of total	1972 N	% of total	1973 N	% of total	1974 N	% of total	1975 N	% of total	1976 N	% of total
Ag. & L.S.														
In-state	302	87.8	352	86.5	441	87.2	568	92.4	599	91.6	626	91.7	506	92.3
National	40	11.6	55	13.5	64	12.6	46	7.5	54	8.3	55	8.1	40	7.3
International	2	0.6	-	-	1	0.2	1	0.2	1	0.2	2	0.3	2	0.4
Design														
In-state	79	91.9	65	87.8	69	94.5	55	85.9	47	88.7	55	96.5	47	82.5
National	7	8.1	9	12.2	4	5.5	9	14.1	6	11.3	2	3.5	9	15.8
International	-	-	-	-	-	-	-	-	-	-	-	-	1	1.7
Education														
In-state	88	86.3	61	84.7	73	93.6	43	87.8	61	84.7	69	87.3	74	77.1
National	14	13.7	11	15.3	5	6.4	6	12.2	11	15.3	10	12.7	21	21.9
International	-	-	-	-	-	-	-	-	-	-	-	-	1	1.0
Engineering														
In-state	578	84.4	556	88.1	433	87.1	532	88.7	673	90.0	801	90.3	705	90.0
National	104	15.2	71	11.3	58	11.7	59	9.8	72	9.6	76	8.6	75	9.6
International	3	0.4	4	0.6	6	1.2	9	1.5	3	0.4	10	1.1	3	0.4
Forest Resources														
In-state	118	72.0	109	76.2	131	72.8	110	68.8	138	73.0	115	66.7	126	69.2
National	44	26.8	34	23.8	49	27.2	50	31.2	51	27.0	57	32.8	55	30.2
International	2	1.2	-	-	-	-	-	-	-	-	1	0.6	1	0.5
Liberal Arts														
In-state	425	92.6	394	91.6	464	90.3	567	86.6	597	87.7	455	85.0	414	85.7
National	34	7.4	34	7.9	49	9.5	88	13.4	84	12.3	76	14.2	64	13.3
International	-	-	2	0.5	1	0.2	-	-	-	-	4	0.7	5	1.0
Phy. & Math. Sci.														
In-state	236	87.7	255	87.6	219	91.2	216	94.3	285	94.4	268	91.8	214	90.7
National	33	12.3	32	11.0	20	8.3	11	4.8	17	5.6	23	7.9	21	8.9
International	-	-	4	1.4	1	0.4	2	0.9	-	-	1	0.3	1	0.4
Textiles														
In-state	149	90.3	109	94.8	99	97.1	116	92.1	111	91.0	87	82.1	116	90.6
National	9	5.5	4	3.5	2	2.0	8	6.3	9	7.4	14	13.2	8	6.3
International	7	4.2	2	1.7	1	1.0	2	1.6	2	1.6	5	4.7	4	3.1
TOTAL														
In-state	1975	86.9	1901	87.9	1929	88.1	2207	88.4	2511	89.0	2477	88.1	2202	87.6
National	285	12.5	250	11.6	251	11.5	277	11.1	304	10.8	313	11.1	293	11.7
International	14	0.6	12	0.6	10	0.5	14	0.6	6	0.2	23	0.8	18	0.7

TABLE 3

MEAN CHSR, SATV, SATM, AND UPGA, BY SCHOOL (1972 - 1976)

	1972			1973			1974			1975			1976		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Agri. & L.S.															
CHSR	58	62	59	58	63	60	59	63	61	59	63	61	60	63	61
SATV	47	52	48	46	50	48	47	50	48	46	49	47	47	49	47
SATM	53	51	53	53	51	52	53	52	53	52	50	51	52	50	51
UPGA	2.01	2.21	2.08	1.95	2.13	2.01	2.09	2.24	2.16	2.26	2.39	2.32	2.45	2.59	2.50
Design															
CHSR	64	65	64	65	68	65	68	67	67	67	66	66	62	63	62
SATV	57	60	57	52	57	53	57	54	56	54	54	54	53	52	53
SATM	62	61	61	63	61	62	63	58	61	62	57	60	60	57	58
UPGA	2.52	2.58	2.53	2.49	2.65	2.53	2.70	2.59	2.66	2.80	2.73	2.77	2.75	2.73	2.75
Education															
CHSR	58	65	61	56	66	60	58	64	62	56	64	59	57	64	60
SATV	46	50	48	44	52	47	41	51	47	42	47	44	39	49	45
SATM	54	53	54	51	55	53	49	54	52	47	51	49	44	53	49
UPGA	2.04	2.35	2.18	1.80	2.37	2.02	1.89	2.38	2.18	1.97	2.42	2.18	2.06	2.61	2.36
Engineering															
CHSR	61	68	61	60	66	60	61	66	61	61	65	61	61	67	62
SATV	50	50	50	48	56	49	48	52	48	48	51	48	48	50	48
SATM	59	54	59	58	62	58	58	59	58	56	56	56	57	56	57
UPGA	2.25	2.46	2.25	2.15	2.58	2.16	2.25	2.58	2.27	2.40	2.60	2.42	2.56	2.75	2.60
Forest Resources															
CHSR	58	62	58	59	60	59	59	61	60	60	63	60	60	62	61
SATV	48	53	48	49	52	49	48	51	48	48	51	49	46	48	47
SATM	53	52	53	54	54	54	55	55	55	55	53	55	53	50	52
UPGA	2.03	2.23	2.04	2.06	2.11	2.06	2.14	2.27	2.16	2.34	2.47	2.37	2.43	2.52	2.47
Liberal Arts															
CHSR	54	59	56	55	59	57	56	60	58	57	60	58	57	60	58
SATV	47	48	48	46	48	47	47	48	47	47	47	47	46	45	45
SATM	52	49	51	52	49	50	52	49	51	52	47	50	52	46	49
UPGA	1.89	2.03	1.94	1.80	1.92	1.84	1.94	2.07	1.99	2.19	2.22	2.20	2.31	2.37	2.35
Phy. & Math. Sci.															
CHSR	62	67	64	61	66	62	62	66	64	61	66	63	62	66	63
SATV	51	51	51	50	51	50	50	50	50	49	47	48	48	47	47
SATM	61	58	60	60	58	60	59	58	58	58	55	57	59	55	57
UPGA	2.33	2.49	2.39	2.24	2.46	2.30	2.36	2.53	2.42	2.47	2.55	2.50	2.64	2.68	2.67
Textiles															
CHSR	60	71	61	60	64	61	59	63	60	57	60	59	60	64	61
SATV	47	53	47	46	48	46	45	47	46	44	46	44	45	48	46
SATM	54	58	54	53	51	52	54	52	53	50	48	50	51	51	52
UPGA	2.12	2.70	2.13	2.03	2.14	2.05	2.08	2.27	2.14	2.13	2.22	2.16	2.38	2.58	2.46
NCSU TOTAL															
CHSR	59	62	59	59	62	59	59	63	60	60	63	61	60	63	61
SATV	49	50	49	48	49	48	48	49	48	47	48	48	47	48	47
SATM	56	52	55	55	52	54	55	52	54	54	51	53	55	51	54
UPGA	2.11	2.21	2.14	2.03	2.11	2.05	2.16	2.26	2.19	2.33	2.39	2.35	2.48	2.55	2.51

TABLE 4

NEW FRESHMEN BLACK ENROLLMENT, FALL 1973-1976

	MALE				FEMALE				TOTAL							
	1973 N	1974 N	1975 N	1976 N	1973 N	1974 N	1975 N	1976 N	1973 N	% of total	1974 N	% of total	1975 N	% of total	1976 N	% of total
Agriculture & L.S.	3	11	7	4	8	11	18	9	11	1.8	22	3.4	25	3.7	13	2.4
Design	1	0	0	2	0	1	0	1	1	1.6	1	1.9	0	0.0	3	5.3
Education	2	8	2	14	0	4	2	3	2	4.1	12	16.7	4	5.1	17	17.7
Engineering	10	29	34	36	1	4	12	10	11	1.8	33	4.4	46	5.[illegible]	46	5.9
Forest Resources	0	1	0	0	0	0	0	1	0	0.0	1	0.5	0	0.	1	0.5
Liberal Arts	9	16	15	13	8	26	24	33	17	2.6	42	6.2	39	7.3	46	9.5
Phy & Math. Sci.	8	14	9	10	2	9	12	10	10	4.4	23	7.6	21	7.2	20	8.5
Textiles	6	7	3	10	2	4	2	1	8	6.3	11	9.0	5	4.7	11	8.6
TOTAL	39	86	70	89	21	59	70	68	60	2.4	145	5.1	140	5.0	157	6.2

TABLE 5

EDUCATIONAL LEVEL OF FATHER, BY SEX

	1976			1975	1974	1973
	Male	Female	Total	TOTAL	TOTAL	TOTAL
Less than 8th grade	6.4%	7.5%	6.7%	6.6%	5.9%	5.3%
Completed 8th grade	6.4	7.6	6.8	6.8	7.9	7.7
High school diploma	21.4	16.3	19.9	20.4	21.1	21.5
Post high school - technical vocational training	9.8	8.0	9.2	10.2	10.1	11.0
Attended college	17.6	17.6	17.6	17.5	18.3	17.5
Bachelor's degree	26.4	27.9	26.9	26.6	24.6	24.4
Master's degree	6.8	7.0	6.9	6.7	6.5	6.9
Doctor's degree	5.1	8.1	6.0	5.1	5.6	5.7
TOTAL	99.9	100.0	100.0	99.9	100.0	100.0
Number responding	*1772*	*738*	*2510*	*2805*	*2817*	*2495*
Percentage attending college	*55.9*	*60.6*	*57.1*	*55.9*	*55.0*	*54.5*

TABLE 6

TYPE OF AREA IN WHICH FRESHMEN LIVED DURING HIGH SCHOOL

	BLACK			WHITE			TOTAL		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Rural - Farm	15%	17%	16%	20%	11%	18%	20%	12%	17%
Rural - Non farm	18	10	14	10	9	10	10	9	10
Small town (less than 20,000)	16	25	21	23	23	23	22	24	23
Moderate sized city (20,000-60,000)	26	34	30	22	26	23	22	27	23
Large city (60,000-1000,000)	8	3	6	9	13	10	9	13	10
Urban area (more than 100,000)	16	10	13	16	17	16	16	16	16
Number responding	*61*	*59*	*120*	*1423*	*533*	*1956*	*1505*	*602*	*2107*

TABLE 7

DECISION TO ENROLL AT NCSU

	BLACK			WHITE			TOTAL			1975
	Male	Female	Total	Male	Female	Total	Male	Female	Total	TOTAL
Which choice of a college or university was NCSU for you?										
1st. Choice	68%	67%	67%	83%	80%	82%	82%	79%	81%	83%
2nd. Choice	26	28	27	15	18	16	16	19	17	16
3rd. Choice	6	5	6	2	2	2	2	2	2	2
Number responding	*62*	*61*	*123*	*1424*	*536*	*1960*	*1507*	*607*	*2114*	*2367*
What is the major reason you decided to enroll at NCSU?										
Specific strength in intended field of study	61	29	45	61	46	57	61	44	56	53
General academic reputation	23	15	19	14	14	14	14	14	14	16
General impression of campus and students	8	34	21	11	21	14	11	23	14	16
Only institution in N. C. which offers my major	2	10	6	6	5	6	6	6	6	
Close to home	2	5	3	5	9	6	5	8	6	6
Friends are enrolled here	0	2	1	2	2	2	2	2	2	2
Financial aid	2	5	3	1	2	1	1	2	1	1
Success of athletic teams	3	0	2	1	1	1	1	1	1	1
Number responding	*61*	*61*	*122*	*1419*	*534*	*1953*	*1501*	*605*	*2106*	*2360*

TABLE 8

RATE THE INFLUENCE THAT EACH OF THE FOLLOWING HAD ON YOUR DECISION TO ENTER NCSU

	BLACK			WHITE			TOTAL			1975
	Male	Female	Total	Male	Female	Total	Male	Female	Total	TOTAL
Parents										
Strong influence	18%	30%	24%	17%	20%	18%	17%	21%	18%	18%
Moderate influence	39	36	38	32	48	51	51	46	50	49
No influence	43	34	38	31	33	31	31	33	32	32
Representative from NCSU Admissions Office										
Strong influence	20	27	23	5	5	5	5	7	6	7
Moderate influence	38	38	38	24	24	24	25	29	25	28
No influence	42	35	38	71	71	71	69	67	69	66
High School Teacher(s)										
Strong influence	20	15	17	10	7	9	10	8	10	8
Moderate influence	40	33	36	32	28	31	33	28	31	30
No influence	40	52	46	58	65	60	57	64	59	61
High School Guidance Counselor										
Strong influence	28	31	30	12	9	11	13	12	13	12
Moderate influence	44	34	39	35	31	34	35	32	34	34
No influence	28	34	31	53	60	55	52	57	53	54
Friends										
Strong influence	18	23	20	24	27	25	23	26	24	26
Moderate influence	40	43	42	50	44	48	49	44	48	45
No influence	42	34	38	26	29	27	27	30	28	29
Relatives										
Strong influence	7	18	12	12	13	12	11	13	12	12
Moderate influence	22	31	27	26	23	25	26	23	25	24
No influence	72	51	61	62	65	63	63	63	63	64
Representative from a NCSU Department or School										
Strong influence	27	16	22	13	15	14	14	15	14	
Moderate influence	37	33	35	27	25	26	28	25	27	
No influence	36	51	43	60	61	60	58	60	59	
Number responding	*60*	*61*	*121*	*1404*	*530*	*1934*	*1483*	*601*	*2084*	*2349*

TABLE 9

EDUCATIONAL GOALS

What is the highest level of education you plan to complete?	BLACK			WHITE			TOTAL			1975
	Male	Female	Total	Male	Female	Total	Male	Female	Total	TOTAL
College, but less than bachelor's degree	0%	3%	3%	5%	2%	4%	5%	2%	4%	1%
Bachelor's degree or equivalent	39	31	35	52	51	52	52	49	51	51
Master's degree (MA, MS, MBA)	36	41	39	29	25	28	29	27	28	30
Doctorate degree (PhD, MD, EdD, JD)	25	21	23	13	22	16	14	22	16	19
Number responding	*61*	*61*	*122*	*1418*	*530*	*1948*	*1498*	*601*	*2099*	*2360*

TABLE 10

POLITICAL VIEWS

	BLACK			WHITE			TOTAL			1975
	Male	Female	Total	Male	Female	Total	Male	Female	Total	TOTAL
Ultra-Liberal	3%	0%	2%	2%	*%	1%	2%	*%	1%	2%
Liberal	33	32	32	24	22	23	24	23	24	26
Middle-of-the-road (moderate)	54	54	54	54	65	57	54	64	57	58
Conservative	8	14	11	20	12	18	19	12	17	14
Ultra-conservative	2	0	1	1	1	1	1	1	1	*
Number responding	*61*	*59*	*120*	*1414*	*528*	*1940*	*1495*	*595*	*2090*	*2359*

*Less than 0.5 percent

TABLE 11

PREFERRED ON-CAMPUS HOUSING ARRANGEMENTS

	BLACK			WHITE			TOTAL			1975
	Male	Female	Total	Male	Female	Total	Male	Female	Total	TOTAL
Single sex hall	15%	47%	31%	21%	48%	29%	21%	48%	29%	30%
Co-ed with different sex on alternating floors	33	51	42	35	41	37	35	42	37	35
Co-ed with different sex in alternating suites	52	2	27	43	11	34	44	10	34	34
Number responding	*61*	*61*	*122*	*1413*	*528*	*1941*	*1495*	*599*	*2094*	*2374*

INDICATE THE IMPORTANCE OF THE FOLLOWING EDUCATIONAL GOALS TO YOU PERSONALLY

	BLACK			WHITE			TOTAL			1975
	Male	Female	Total	Male	Female	Total	Male	Female	Total	TOTAL
Preparing for a career or good job after graduation										
Very important	97%	93%	95%	91%	89%	90%	91%	89%	91%	91%
Moderately important	3	7	5	7	8	7	7	8	7	8
Not important	0	0	0	2	3	2	2	3	2	1
Personal development-understanding one's own abilities, limitations, interests, and standards of behavior										
Very important	80	85	83	69	81	72	69	81	73	72
Moderately important	16	15	16	27	16	24	27	16	24	26
Not important	3	0	2	4	3	4	4	3	3	2
Acquiring background and specialization for further education in a professional, scientific, or scholarly field										
Very important	84	75	80	64	70	66	65	71	67	69
Moderately important	16	25	20	27	23	26	26	23	25	23
Not important	0	0	0	9	7	8	8	6	8	7
Social development-gaining experience and skill in relating to other people										
Very important	66	59	62	55	70	59	55	69	59	57
Moderately important	34	38	36	40	27	37	40	28	37	39
Not important	0	3	2	5	4	4	4	3	4	4
Developing an ability to think critically and to understand the origin, nature, and limitations of knowledge										
Very important	60	67	63	48	53	49	49	55	50	50
Moderately important	32	31	32	44	39	43	43	38	42	45
Not important	8	2	5	8	7	8	8	7	7	5
Developing an understanding and appreciation of science and technology										
Very important	60	39	50	48	42	46	48	43	47	49
Moderately important	27	51	39	43	44	43	43	44	43	44
Not important	13	10	12	9	14	10	9	13	10	8
Developing an ability to write and to speak clearly, correctly, and effectively										
Very important	62	70	66	37	44	39	38	47	41	35
Moderately important	28	26	27	53	49	52	52	46	50	57
Not important	10	3	7	10	7	9	10	7	9	8
Knowing how to participate effectively as a citizen in one's [illegible]nity and in wider areas										
Very important	48	49	48	31	34	32	32	35	33	33
Moderately important	41	49	45	59	58	59	59	57	58	57
Not important	11	2	7	10	8	9	10	7	9	9
Acquiring a broad cultural and literary education										
Very important	33	41	37	25	37	28	25	38	29	31
Moderately important	57	52	55	64	57	62	64	56	62	60
Not important	10	7	8	11	6	10	11	6	9	9
Understanding different philosophies, cultures, and ways of life										
Very important	25	43	34	17	28	20	17	30	21	19
Moderately important	56	48	52	63	62	63	63	60	62	66
Not important	20	8	14	20	10	17	20	10	17	15
Developing an appreciation and enjoyment of art, music, and literature										
Very important	20	25	22	15	27	18	15	27	19	19
Moderately important	52	61	57	54	57	55	54	57	54	60
Not important	28	15	21	31	16	27	31	16	27	22
Number responding	*61*	*61*	*122*	*1418*	*533*	*1951*	*1501*	*604*	*2105*	*2394*

TABLE 13

PROPORTION WHO AGREE OR STRONGLY AGREE WITH SELECTED ISSUES

	BLACK			WHITE			TOTAL			1975
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Total
Faculty promotions should be based in part on student evaluations.										
Strongly agree	15%	13%	14%	16%	16%	16%	16%	15%	16%	10
Agree	66	48	57	64	65	64	64	64	64	73
College grades should be abolished.										
Strongly agree	3	3	3	2	2	2	2	2	2	2
Agree	15	7	11	7	4	6	8	4	7	9
College would be improved if intercollegiate sports were de-emphasized.										
Strongly agree	5	2	3	2	3	2	2	2	2	3
Agree	15	5	10	10	8	9	10	8	9	13
College officials have the right to ban persons with extreme views from speaking on campus.										
Strongly agree	0	0	0	4	1	3	4	1	3	1
Agree	12	7	9	14	9	12	13	9	12	12
Students from disadvantaged social backgrounds should be given preferential treatment in college admissions.										
Strongly agree	18	10	14	2	2	2	3	3	3	2
Agree	42	43	42	23	15	20	23	18	22	21
Universities should restrict enrollment in degree programs in which supply of graduates exceeds the demand.										
Strongly agree	9	7	8	7	6	7	7	7	7	4
Agree	24	40	32	44	36	42	43	37	41	42
Marijuana should be legalized.										
Strongly agree	3	3	3	8	7	8	8	7	7	8
Agree	15	12	14	24	29	25	24	28	25	26
Women should receive the same salary and opportunities for advancement as men in comparable positions.										
Strongly agree	61	82	72	32	85	47	33	84	48	42
Agree	34	16	25	63	14	49	62	14	48	55
All publicly supported colleges should admit anyone who applies.										
Strongly agree	3	5	4	3	1	2	3	1	2	2
Agree	15	20	17	7	4	6	7	6	7	8
Even if it employs open admissions, a college should use the same standards in awarding degrees to all students.										
Strongly agree	16	17	16	18	17	18	18	17	18	17
Agree	65	50	57	58	54	57	58	53	57	59
Colleges and universities have a reputation for grading too leniently.										
Strongly agree	2	2	2	1	1	1	1	1	1	
Agree	3	12	8	6	3	5	6	4	6	
Number responding	*59*	*59*	*118*	*1407*	*529*	*1936*	*1486*	*598*	*2084*	*2395*

TABLE 14

PROPORTION OF NEW FRESHMEN WHO PARTICIPATED IN SELECTED ACTIVITIES DURING YEAR PRIOR TO ENTRY

	BLACK			WHITE			TOTAL			1975
	Male	Female	Total	Male	Female	Total	Male	Female	Total	TOTAL
Regularly attended religious services	70%	72%	71%	68%	67%	68%	68%	67%	68%	65%
Attended a dramatic play	66	72	69	64	80	68	64	79	68	
Attended a rock concert	56	46	51	69	65	68	68	63	67	
Visited an art gallery or museum	47	42	44	59	71	62	59	69	62	70
Attended a musical play	52	62	57	57	75	62	57	73	61	
Did wood working, ceramics, weaving, etc.	30	18	24	37	44	39	36	42	38	48
Did painting, sculpture, etching, etc.	43	21	32	28	39	31	29	37	32	31
Attended a modern dance performance	59	69	64	27	34	29	28	38	31	30
Participated in the production of a play	30	39	35	29	33	30	29	34	30	30
Attended a symphony concert	23	23	23	27	37	30	26	35	29	28
Attended a jazz concert	27	28	27	28	30	28	28	30	28	39
Sang in a choral or concert recital	27	34	31	15	24	18	16	25	18	17
Played in an instrumental concert or recital	17	15	16	15	21	16	15	20	16	17
Attended a country western concert	0	0	0	16	19	17	15	17	16	
Attended a chamber music concert	21	7	14	15	16	15	15	15	15	15
Attended a classical ballet	11	5	8	7	16	10	7	15	10	11
Number responding	*60*	*61*	*121*	*1413*	*534*	*1947*	*1495*	*606*	*2100*	*2394*

TABLE 15

RELIGION IN WHICH REARED AND PRESENT RELIGIOUS PREFERENCE

	PROTESTANT		CATHOLIC		JEWISH		OTHER		NONE		*Number*
	Reared	Present	Reared	Present	Reared	Present	Reared	Present	Reared	Present	*Responding*
Black Male	93%	90%	5%	3%	0%	0%	0%	0%	2%	7%	*61*
Black Female	95	92	2	2	0	0	0	2	3	5	*61*
Total Black	94	91	3	2	0	0	0	1	2	6	*122*
White Male	89	83	8	8	1	1	1	1	1	8	*1420*
White Female	85	78	11	10	1	2	1	1	2	8	*535*
Total White	88	82	9	9	1	1	1	1	1	8	*1955*
Total Male	88	82	9	8	1	1	1	1	1	8	*1502*
Total Female	84	79	11	10	1	1	1	1	2	8	*606*
TOTAL	87	82	9	9	1	1	1	1	2	8	*2108*
1975 Total	87	78	10	8	1	1	1	2	1	11	*2388*

TABLE 16

DECISION ABOUT MAJOR AND/OR CAREER

	BLACK			WHITE			TOTAL			1975
	Male	Female	Total	Male	Female	Total	Male	Female	Total	TOTAL
At this time, have you deciced on a major (i.e., degree program)?										
Yes, feel certain about my choice of major	57%	61%	59%	46%	46%	46%	46%	48%	46%	47%
Yes, but am uncertain about my choice	43%	38%	40%	49%	48%	49%	49%	47%	48%	46%
No, have no idea what to major in	0	2	1	5	6	5	5	5	5	7
Proportion who have a particular career plan or occupational goal in mind	85	66	75	69	70	69	70	69	69	54
Number responding	*61*	*61*	*122*	*1421*	*533*	*1954*	*1503*	*604*	*2106*	*2399*

TABLE 17

PROPORTION OF STUDENTS NEEDING SPECIAL ASSISTANCE IN SELECTED AREAS

	BLACK			WHITE			TOTAL			1975
	Male	Female	Total	Male	Female	Total	Male	Female	Total	TOTAL
Planning for a career or occupation	49%	69%	59%	54%	63%	57%	54%	64%	57%	50%
Writing skills	59	62	61	46	46	46	47	48	47	43
Mathematics	62	75	69	42	54	46	43	56	47	43
Study skills	52	52	52	40	34	38	41	36	39	
Selecting an academic major or field of study	25	48	36	36	38	37	36	40	37	32
Reading skills	41	34	38	29	21	26	29	22	27	23
Adjusting to being on your own	16	31	24	10	13	11	10	15	12	
Dealing with personal problems	10	16	13	9	10	9	9	12	10	
PROPORTION INTERESTED IN COURSE FOR CREDIT IN:										
Career development (planning for a career)	65	73	69	51	53	52	52	55	53	43
Learning to play a musical instrument	48	46	47	35	39	36	36	40	37	41
Learning to sing and read music	41	42	42	21	27	23	22	29	24	23
Number responding	*61*	*61*	*122*	*1416*	*535*	*1951*	*1494*	*605*	*2099*	*2367*